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ABSTRACT

The evaluation report addresses a two-year effort of an originally planned three-year project designed to plan, pilot test, and implement a K-14 career education program into the North Kingstown, Rhode Island public schools. During the two years of the project, administrative and community support diminished until funding for the third and final year was ultimately withdrawn. The report attempts a summary evaluative statement as to the impact of the project and the probable future of career education in the district. In spite of the difficulties encountered, some accomplishments were achieved. A fully developed and implemented placement service at the high school is in operation, curriculum development has become a high priority area in the district, and career education instructional materials have been incorporated into the library system and are in use by classroom teachers. The major lesson learned in the course of the project was that too much effort was expended on program content and too little on the process of educational change. Suggestions are presented to aid future projects which seek to implement career education programs. The third party evaluation design is included in the appendix. (Author/NJ)

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CAREER EDUCATION - NORTH KINGSTOWN: A MODEL FOR OPEN EDUCATION and COMMUNITY RESPONSIBILITY

Exemplary Project in Vocational Education

North Kingstown, Rhode Island

FINAL EVALUATION REPORT

July 1, 1973 - June 30, 1975

Project No: V361102
Grant No: OEG-0-73-5304

VT-102-320

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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TABLE OF CONTENTS

	Page
CONTEXT EVALUATION	1
PROJECT GOALS AND OBJECTIVES	9
EVALUATION OF PROJECT GOALS/OBJECTIVES	14
INTERVIEWS WITH KEY PARTICIPANTS	20
RESULTS AND CONCLUSIONS	29
APPENDIX A - EVALUATION DESIGN	31

CONTEXT EVALUATION

This evaluation report addresses a two year effort of an originally planned three year project designed to plan, pilot test, and implement a K-14 Career Education program into the North Kingstown, Rhode Island Public Schools.

During the two years of the project, administrative and community support diminished until the situation was brought to a climax on Monday evening, February 24, 1975, when the North Kingstown School Committee voted (5-1) not to renew the career education application for its third and final year. This report then will attempt to make some summary evaluative statements as to the impact of the project during its two year and the probable future of career education in the district.

The Locale:

There are eight cities and thirty-one towns in the State of Rhode Island comprising a total area of 1,214 square miles, and an average population density of 905 persons per square mile of land. North Kingstown, the largest town in Rhode Island, covers 58.3 square miles with an average density of 685 persons per square mile. (Its population approximates 30,000, an increase of 57% over 1960 census figures).

North Kingstown is approximately 40% developed with a projected population of 32,400 for the year 1980. There are presently 7,336 housing units and 308 private business firms including 15 manufacturing companies in North Kingstown.

As a rule, New England and Rhode Island trends of employment tend to resemble those of the United States. Manufacturing with textile industry down 23% since 1967. Average earnings of Rhode Island production workers, $118.25 per week, places Rhode Island number 5 of the six New England states and contrasts with the national average of $143.24 per week.[1] With manufacturing opportunities declining, it is projected that 47.7% of Rhode Island jobs will be social, public and personal service occupations by 1975, to compare with an expected national average of 74%.[2] As of June, 1975 the unemployment rate in Rhode Island was 14.0% as compared with a New England average of 11.0% and a United States average of 9.2% while collar and professional workers are well represented within the unemployment figures.[3] According to a recent report by the Carnegie Commission entitled The Economics of Higher Education, the national trend in the United States is to over-educate its population.[4] Many college graduates in Rhode Island are considered "under-employed", that is, they are presently employed in jobs which do not require a college degree.[5]

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1) United States Department of Labor, "New England Labor and the Economy at the Year-End", Regional Report Number 72-1, Boston, MA. 1971.

Approximately 55% of the town population beyond school age has completed the high school level, although the median educational level of the town is tenth grade.[6]

According to 1970 census figures, North Kingstown ranks 33rd of 39 cities and towns in Rhode Island with a median family income of $9002. Of 5,932 families in the town, 880 or 14.8% are counted below the Federal poverty level, the highest percentage in Rhode Island.[7] Only 18.8% of North Kingstown families earn a family income in excess of $15,000 per year as compared with a New England average of 24.3% and a national average of 23.3%.[8]

	North Kingstown	State
Median Family Income	$9,002	$9,737
Average School Years Completed	12.4	11.5
Average Per Pupil Expenditures	$ 949	$ 970

For the first time in nearly half a century the community experienced a drastic reduction in school population. The announced closing of the Quonset and Davisville bases in April, 1974, caused considerable concern among the citizens of the Town and resulted in extreme caution being exercised in budget considerations. The phasing out process continued all through the year. The average membership for the school year was 6,376 pupils in grades K through 12, or 932 pupils less than the all-time high of 1972-73 of 7,308 pupils. The reducation in pupils necessitated a reduction in staff. For the 1973-74 school year a staff reduction of 35 teachers was accomplished through normal attrition such as transfers, resignations and leaves of absence. With a further reduction in school population anticipated for the 1974-75 school year, it was necessary to notify 40 teachers of their suspension. This was challenged in the courts by the Teachers' Association. Court action was dropped, however, when most of the suspensions were lated lifted due to resignations and leaves of absence of other staff members.

Because of the decrease in pupil enrollments as well as the need to perform substantial renovations on the building, it was necessary to close the Allenton Elementary School. Having served the needs of the residents of the area for almost a century, the closing of the school was met with mixed emotions. At the closing ceremonies conducted by the parents' group, many of the former students were present to see the end of Allenton's contributions to this community's educational program. It perhaps marks the end of the small neighborhood school tradition which was paramount in the history of education.

A new development in education, and one that North Kingstown was of a few selected nationwide to implement, was received with mixed emotions by numerous concerned parents. This new program, Career Education, received $101,918.69 for 1973-74. It was basically a restructuring and developing of instructional units for kindergarten through the high school years in broad career categories, training teachers in their use, providing better guidance and counseling programs and working out some detailed logistics to implement the program.

In an effort to implement the program as quickly as possible, the public and the parents, in particular, were not well informed of the program particulars and many misunderstandings developed. The formation of a Citizens Advisory Committee for Career Education, which was a part of the project development plan and is composed of students, educators, and parents, will bring the whole program back into proper perspective. It is the basic intent of the program to provide people of all ages with broader exposure to and better preparation for the world of work.

The School System

Although many of the economic indicators discussed in this section show North Kingstown in an unfavorable position, the town has not shirked its responsibility for public education. (The school system is committed to a philosophy of open education and indvidualized instruction at all grade levels.) Teachers are encouraged to allow students to work at their own capabilities and to seek their own potential. All recent building programs reflect the committment to open education and modern learning atmosphere, especially the "open loft" design of teacher-learner activity areas at the high school. There is inherent in this committment, support for programs which will provide for the educational needs of all students and adults, thus assiting all citizens in realizing the importance of education and improved educational opportunities.

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2) Rhode Island Industry and Occupational Projections to 1975, p. 13.

3) Federal Reserve Bank of Boston.

4) Industrial National Bank of Rhode Island, "Quarterly Economic Review", Fall, 1972, p. 9.

5) IBID, p. 7-8.

6) North Kingstown High School, "School and Community Report", Self-Evaluation for the Accreditation Committee, New England Association of Secondary Schools and Colleges.

7) The Providence Journal, Thursday, June 15, 1972.

8) University of Rhode Island, "Rhode Island Business Quarterly", College of Business Administration, Kingstown, RI, Vol. 8, #2, Summer 1972.

9) Advisory Council on Vocational Education, Vocational Education, The Bridge Between Man and His Work, Summary and Recommendations (Washington, DC: United States Office of Education, Department of Health, Education, and Welfare, 1968) p. 4.

The educational needs of North Kingstown youth parallel those identified by the National Advisory Council on Vocational Education when it stated:

> Career consciousness must be integrated throughout the schools in order to enlarge the number of options and alternatives for individual pupils -- both in terms of occupations and higher education. The study of the World of Work is a valid part of education for all children -- it documents for youth the necessity of education both academic and vocational.9

The North Kingstown School District is attempting to meet its vocational education responsibilities at the secondary level. Over 50 North Kingstown students in grades 10-12 are enrolled in the Coventry, Rhode Island vocational school while additional students are enrolled in various other state vocational schools. In addition, 58 grade nine high school students are enrolled in a "World of Manufacturing" program and 60 grade ten students are scheduled for a "World of Construction" program, both established at the high school this year. At this time, comprehensive programs in Office Occupations, Distributive Education and Electronic Data Processing are being developed. The Office Occupations program is well equipped and an 1130 IBM computer complex is fully operational for administrative and educational purposes.

Students enrolled in the North Kingstown School District represent a diversified population. Although only 1% of the states population is engaged in agriculture, (approximately 20% of the high school student body is rural.) Accordingly, the most popular club at the high school is the Future Farmers of America. Although much of North Kingstown is rural, most of the rural students are grade 9-12 residents of two neighboring towns, Jamestown and Exeter, which do not have high schools of their own.

The overall dropout rate, district wide, averages 3.9% per year. Approximately 52% of the high school graduating class is accepted to a four year college. Another eight percent go on to other post-secondary schools, and approximately 40% terminate their education at graduation. Since no follow-up study is made, the percent of high school graduates who finish four year colleges is not known, although the New England average is about 20%.

The following tables illustrate the changing enrollments and numbers of teachers over the past two years, largely as a result of the Quonset Naval Base closing.

School	1973-74 Students	1973-74 Teachers	1974-75 Students	1974-75 Teachers
Allenton	88	4	closed	0
Davisville Elementary	369	16	310	14
Forest Park	444	20	391	15
Hamilton	432	18	409	17
Hoskins Park	404	22	243	11
Ouidnessett	447	18	419	19
Quonset	176	8	closed	0
Stony Lane	399	18	318	15
Wickford Elementary	429	17	433	17
Davisville Jr. High	844	46	729	44
Wickford Jr. High	534	26	470	26
Senior High School	1870	91	1772	94

	1973-74		1974-75		1975-76	
	Students	Teachers	Students	Teachers	Students	Teachers
	88	4	closed	0	closed	closed
entary	369	16	310	14	319	
	444	20	391	15	373	
	432	18	409	17	425	
	404	22	243	11	195	
	447	18	419	19	433	
	176	8	closed	0	closed	closed
	399	18	318	15	335	
tary	429	17	433	17	420	
High	844	45	729	44	719	
gh	534	26	470	26	481	
ool	1870	91	1772	94	1830	

Unknown

	1973-74		1974-75	
	Students	Teachers	Students	Teachers
Elementary	3188	141	2523	108
Junior High School	1378	71	1199	70
Senior High School	1820	91	1772	94
Totals	6386	303	5494	272

-6-

There are 9 elementary schools in the district, two junior high schools and a four year high school. A small percentage of North Kingstown children attend non-public schools with 72 attending private schools, and 168 attending parochial schools. The school district as of October, 1972 had a total of 7,290 students enrolled. The enrollment was composed of 3,712 primary and intermediate, (K-5), 1,664 junior high, (6-8), and 1,914 four year high school. About 17.2% of all students enrolled inthe system are classified as disadvantaged using guidelines established by Title I, Elementary and Secondary Education Act. Approximately 10% of students enrolled in grades 9-12 participate in vocational education programs designed to provide them with saleable skills.

Specific Factors

During the past year (1973-74) the phase-out of the United States Navy Base at Quonset and Davisville has had a major impact on both the town of North Kingstown and its schools. As mentioned above, over 8,000 military personnel were stationed at the base (located in North Kingstown). These personnel and a large number of civilians who were employed at the base have now left the North Kingstown area. This mass exodus of military and related personnel created a state of unusual financial, social and educational flux during the year.

As a result of the Naval Base closing, the elementary school population has decreased rapidly and finally resulted in the closing of two elementary schools and the unemployment of approximately 20 elementary teachers. Because teachers were laid-off on a reverse seniority basis, a number of teachers from all schools were affected, in fact, 4 of 6 teachers who had been part of the elementary team at the Hamilton Elementary School were among the teachers who were laid-off. This has affected the continuity of the elementary school component.

The moving of naval personnel also created a "buyers market" in real estate, and established families from the greater Providence area (urban, blue-collar) and from Kingstown (site of the University of Rhode Island, rural) moved into North Kingstown. These new citizens were keenly interested in the educational system and have brought additional pressures on the career education program to justify its goals, objectives, and practices. As a result of this interest, the projects' future was in grave doubt during the third and fourth quarter of the 1974 fiscal year.

A community advisory committee was formed to examine all aspects of the project and make recommendations to the school committee. As a result of these efforts, a program amendment to the second year project was submitted and the committee has recommended that the School Committee accept refunding of the project.

During the second year momentum to block various career education curriculum developments were continued as public pressure against the concept continued to rise. As stated at the beginning of this section, the School Committee voted on February 24, 1974 not to seek final year funding.

Budget

The annual budget for the career education project totals $111,253 annually. Figures for the 1974-75 expenditures are not available as yet.

Career Education - 1973-74 Budget

Allocation.....$111,253.00

Expenditures:

Instruction		
Project Director	$ 15,583.50	
Placement Coordinator	10,683.75	
Assistant Director	0.00	
Curriculum Development	12,500.00	
Secretary/Acct. Clerk	5,385.98	
Supplies and Materials	29,821.69	
Film Processing	1,270.10	
Testing	545.04	
Postage	284.90	
Telephone	435.66	
Director's Travel and Conv.	344.72	
Mileage	533.26	
Consultant	7,280.72	
Evaluation	7,000.00	
Total Instruction		$ 91,659.32
Transportation - Field Trips		2,150.84
Fixed Charges		
FICA	2,582.96	
Pensions	1,773.29	
Blue Cross	1,177.50	
Total Fixed Charges		5,533.75
Total Expenditures		99,343.91
Balance (Transferred to 74-75 Project)		11,909.09

PROJECT GOALS AND OBJECTIVES

This section of the report describes the program which the North Kingstown Career Education project seeks to implement. A complete set of the goals and objectives along with the evaluation design can be found in Appendix A.

The project represented an effort to plan, test, and implement a K-14 comprehensive career education program into the North Kingstown public schools. However, the plan for implementation was changed significantly since the first proposal was submitted in December of 1972. The school district has an on-going commitment to Open Education using a continuous progress instructional system. The original project design was based upon the assumption that teachers, administrators, and students were already skilled in the individualized mode of delivery. This was, in fact, not the case, so a more structured and deliberate process of assessing where each school is in the process of individualization was done, and each elementary school was assessed as to its stage of development on an eight step implementation plan.

The North Kingstown project addresses all nine U.S.O.E. areas in which student outcomes can be expected. The nine areas are:

I. Self-Awareness

II. Basic Academic/Vocational Skills

III. Awareness of Work Values and Desire to Engage in Paid and/or Unpaid Work

IV. Awareness of and Knowledge about work

V. Competency in Career Decision Making Skills

VI. Good Work Habits

VII. Work-Seeking and Work-Getting Skills

VIII. Placement

IX. Awareness of Means for Continued Education

The specific goals and objectives for the project follow.

Project Goal/Objectives	USOE Student Outcome Area
Level I	
Objective	
Goal 1.0 - To develop in each student the basic communication and academic skills.	II

Project Goal/Objectives		USOE Student Outcome Area
Objective 1.1	- Students will achieve at a rate equal to or greater than previous rates in reading and math, 2,4,6,8.	
Objective 1.2	- To implement and individualize a continuous progress educational program throughout the North Kingstown School System.	
Goal 2.0	- To increase the self-awareness of each student	
Objective 2.1	- To design an open education activity-centered learning environment which will increase self-awareness of each student.	I
Goal 3.0	- To assist each student in developing favorable attitudes about the personal, social, and economic significance of work.	III & IV
Objective 3.1	- To design and implement an instructional program which measures each student's attitudes about personal, social, and economic significance of work.	
Goal 4.0	- To assist each student in developing and practicing appropriate career decision-making skills	
Objective 4.1	- To design and implement an instructional system to practice career decision-making skills.	V
Objective 4.2	- Each student will evidence:	

a) Increased perception to self in relation to work and school

b) Understand effects of decisions

c) Understand consequences of planning,

d) Understand nature and purpose of long-range planning.

Project Goal/Objectives	USOE Student Outcome Area
Goal 5.0 - To assist in development of career awareness of each student in grades K-5/6	
Objective 5.1 - Design and implement an instructional system (K-5/6) to result in increased career awareness	IV
Objective 5.2 - Each student will evidence:	
a) Knowledge of general characteristics of work,	
b) Knowledge of specific job clusters	
Goal 6.0 - To assist in the development of career orientation and meaningful exploratory experiences by each student in grades 6/9.	IV
Objective 6.1 - To design and implement an instructional system which will:	
a) Increase each student' knowledge of characteristics, duties and rewards of selected occupational clusters,	
b) Provide exploratory experiences in selected occupational clusters	
Objective 6.2 - Each student will evidence:	
a) Knowledge of interrelatedness of education, work and leisure	
b) Knowledge of interrelatedness of life style, leisure, and occupation,	
c) Knowledge of factors that may affect job satisfaction and job success	
d) Knowledge of skills/training required in jobs.	

Project Goal/Objectives		USOE Student Outcome Area
Goal 7.0	- To assist each student in grades 10/14 in preparing for a job with utilization of work experience and cooperative education.	
Objective 7.1	- Design and implement system which will provide job training in a variety of occupational areas, with emphasis on utilization of work experience and cooperative education.	II
Objective 7.2	- Each student will have skills for job entry or post-secondary program entry.	VII
Goal 8.0	- To insure placement of each exiting student in either:	VIII
	a) a job	
	b) a post-secondary occupational program	IX
	c) a baccalaureate program	
Objective 8.1	- Design and implement a career placement service	
Objective 8.2	- The guidance department and the placement director will:	
	a) Develop and maintain a file of educational and work placement opportunities	
	b) Assess each existing student in gaining successful educational or job placement experience	
Goal 9.0	- To provide guidance and counseling service as needed to assist each student in the career education program	
Objective 9.1	- To provide career counseling service to each student	III V
Objective 9.2	- To assess preparation and experience of each counselor and provide retraining as required.	VII IX

Level II - Objectives

Level I objectives represent those impact or results oriented outcomes which will occur after three years of project operation. Level II objectives are process oriented and represent the major events or milestones which will be used to monitor progress during the 1974-75 fiscal year.

Objectives

1) The project will retain an assistant project director having responsibility at the secondary (grades 6-12) level.

2) A Community Advisory Council will remain operational and provide advise to the project staff concerning overall policy matters related to career education in North Kingstown.

3) All nine elementary schools will complete items 1-5 on the implementation schedule. (Relates to goal 1.0)

4) The Wickford and Davisville Junior High Schools will be divided into interdisciplinary teams.

5) The junior high schools will complete items 1-5 on the implementation schedule.

6) An organizational structure will be developed at the High School as a needed step prior to beginning the implementation schedule.

7) The guidance team will articulate its tasks and responsibilities in the career education effort.

8) The Placement will focus efforts on the student learner program with special emphasis on exiting students.

Personnel

Personnel retained and paid by the grant funds were as follows.

Project Director: Mr. Orrin Laferte who was 100% assigned to the project. Mr. Laferte had extensive experience in developing and operating manpower, vocational and career education programs in Rhode Island.

Placement Director: Mr. William Dimick joined the project in October of 1973 as the placement director. He was assigned full-time to design, develop and implement the placement component of the project. Formerly he was associated with the placement office at the University of Rhode Island.

Placement Coordinator: Mr. Anthony Santaniello joined the project staff in December, 1974 to assist in the placement component at the high school.

A Project Secretary was also retained to provide support services for the project staff.

EVALUATION OF PROJECT GOALS/OBJECTIVES

Although the nine (9) goals for the North Kingstown Career Education project were designed for a three year effort, a number of these goals were accomplished with substantial progress indicated toward others.

Our evaluation of the project is divided into two sub sections. First a consideration of the progress made toward the goals as stated, and second, the results of a series of interviews with students, counselors, employers, teachers and administrators concerning their views toward career education and its present and future impact.

I. Evaluation of Goals

Goal 1: - To develop in each student the basic communication and academic skills

Efforts here focused in two areas. First a monitoring of students in and out of the career education program to demonstrate that the basic math and reading skills were being addressed in career education, while trend data in this area was not available because of the termination of the project, an analysis of math and reading data from grades 6, 7, and 8 in the Spring of 1974 using the Iowa Tests of Basic Skills indicated no significant differences between students in the career education program and those who were not. Both descriptive statistics and analysis of covariance were used in this study.

The implementation of a continuous progress educational program throughout the district was started. The career education program developed an eight staged implementation process which was used to identify each schools level of implementation, while this is being used only occasionally at the present time, Ms. Patricia Alger, the district curricula coordinator, has begun to develop individualized curricula in social studies (K-12), language arts (K-8), math (K-8) and science (K-6).

Goal 2: - To increase self awareness of each student

While elementary and middle school activities were developed by teachers for implementation, the school committee did not approve of many of the values clarification and related career education activities. Pre-testing was not completed in this area and thus no impact can be objectively measured.

Goal 3: - To assist each student in developing favorable attitudes about the personal, social, and economic significance of work

Again, activities were developed to address this goal but the pre-test, posttest sequence was not completed.

Students who have been involved in the placement program have been observed to be developing better attitudes toward work. This has been documented by the placement director and the employers.

Goal 4: - To assist each student in developing and practicing appropriate career decision-making skills

Classroom activities were developed and the CEEB Deciding materials were purchased to move forward with the implementation of decision making skills development. However, no pre-posttesting was done to ascertain progress in this area.

Goal 5: - To assist in development of career awareness of each student in grades K-6

During the first year alone, significant gains were noted on the occupational listing test for grades 3-5. Mean scores on the pre-test were 10.74 with the posttest mean being 28.41. Approximately 75 students were involved in the testing.

The 1974-75 academic year saw the controversy over the elementary awareness activity book which was never implemented in a systematic fashion. No pre-post data were collected in 1974-75.

Goal 6: - To assist in the development of career orientation and meaningful exploratory experiences by each student in grades 6-9

The junior high component was the most successful in its operation during the first year. The teaching teams worked well together, they were organized and the students were articulate about the content and purposes of the program.

During the Spring of 1974, a number of parents voiced concern that the students in the career education program were not getting their reading and mathematics skills. As a result of these concerns, the Iowa Tests of Basic Skills were administered to all 6th, 7th, and 8th graders in the Wickford Junior High School. No significant differences between the groups were found.

As in the elementary school, career education activities were many and varied. The mode of contracting individually with students worked successfully until it was modified as a result of parental concern. Thus more attention was devoted to the planning and decision making skills than was true at the elementary level.

However, again there was no career education "curriculum" which was designed specifically to achieve the overall project goals.

Students in the career education group at grades 6,7, and 8 were pre and post-tested in the fall of 1973, and the Spring of 1974, using a standarized instrument, the Career Maturity Inventory.

While significant gains were not made, each grade level improved its score on every sub-test with one exception; Knowing About Jobs at grade 7. Students were generally performing above the national mean and above the 50th percentile for their respective groups.

No pre-posttesting was done in 1974-75, because the program component was not fully implemented although teachers had developed many additional activities.

Goal 7: - To assist each student in grades 10-14 in preparing for a job with utilization of work experience and cooperative education

This goal has been addressed primarily through the placement component at the high school level. It has been successfully implemented and a detailed up date of the placement activities appears in the second section of this evaluation part of the report.

Goal 8: - To insure placement of each exiting student in either:

a) a job
b) a post-secondary occupational program
c) a baccalaureate program

The placement component of the project has increased its efficiency and effectiveness to the point where it is the most successful aspect of the two year effort in North Kingstown. Again this goal is addressed in our personal interview with Mr. Dimick and Mr. Santaniello.

Goal 9: - To provide guidance and counseling service as needed to assist each student in the career education program

Since the inception of the program the guidance component has been the weakest segment of the project. Through lack of communication on the part of the counselors and the project director and the resultant personality conflicts the guidance component has been rendered ineffective in terms of addressing the broad goals of career education.

Toward the end of 1973-74 academic year, the director of pupil-personnel services developed, in conjunction with the high school counselors, a plan of action for the purpose of delivering more complete guidance services to the high school student. This plan addressed the topics to be covered and sequence of activities which guidance will provide at the high school.

The plan of action was never completed. A guidance director was not named until the Spring of 1975 and efforts were not focused on accomplishing the plan.

CVIS (computerized vocational information system) was installed in the guidance area under the RIJC project. It has been well received by students and counselors and does provide some career exploration/ alternatives for students.

II. Interview of Project Participants

The interviewing process to ascertain short and long-term benefits of the career education will address the following professionals with a number of strategic questions.

I. Superintendent of Schools - Mr. Burton Froberg

a) What have been the career education program successes; problems; short-term benefits; long-term benefits?

b) How did the current career education program coordinate with existing programs in the schools?

c) Was the curriculum definition problem a good or bad result of the project?

d) What is your plan for curriculum definition in the district?

e) Is the Career Education Advisory Committee still active? To whom does it report?

f) In your relations with Mr. Laferte

1) How often did you review the career education program? How?
2) How often was the school board briefed on the career education program?
3) What is your general level of awareness and support for the concept of career education?

g) If Career Education were to come down the road again in three years, would you apply for another grant? Under what conditions? What would you do differnetly?

II. Director of Instruction - Mr. George Sprague

a) What are your major priority areas?

b) What are your specific plans for addressing the "curricuum problem"?

c) Questions a, b, c, g, of Superintendent.

III. Career Education Director - Mr. Orrin Laferte

Questions a, b, c, f, of Superintendent.

IV. Assistant Director of Instruction - Ms. Patricia Alger

Questions a, b, c, g, of Superintendent.
Question a, of Director of Instruction.

V. Building Principals - (Christian Cherau - High School;
Phillip Haggerty - Wickford JHS;
Manuel Perry - Hamilton Elementary;
Vincent Gallucci - Stoney Lane Elementary)

a) What has the career education project done for/to your school?

Favorable effects | Unfavorable effects

Materials
Teachers
Students
Parents

b) What is the attitude toward career education of you, your staff, parents and students?

c) What changes have occurred in your curriculum?

d) Question g, of Superintendent.

VI. Guidance - Ms. Helen Kelley - Director of Guidance

Questions a, b, g, of Superintendent.

a) What materials has the guidance department gained through the career education program? How are those being used?

b) What changes have you made in your program as a result of the career education movement?

c) What is the attitude of your staff concerning career education?

d) Are you doing anything different than two years ago? What? What was the cause?

VII. Placement - Mr. William Dimick - Mr. Anthony Santaniello

Questions a, b, g, of Superintendent.

a) Data for the 1974-75 school year
- your role in the guidance area
- reaction from teachers, students, parents and employers to your services.

b) Number of placements
Part-time, full-time
Types of positions filled
Length of jobs held
How many students were served more than once?
What follow-up activity have you done?
Give us your most successful case as a study in point.

VIII. Teachers

Selected teachers from the year one core group and year two procedures workshops.

Questions a, b, and g, from Superintendent.

a) In question a, view from Program, teachers, students.

b) What materials do you use? Which are best? Which not so good? How do you get these materials?

c) Give us your most successful case study.

IX. Library Services - Ms. Florence Manni

a) What materials has the career education project provided to your program?

b) How are these materials being distributed?

c) Which are being used? Not used? Why?

d) What is your plan for continued distribution of these materials?

X. Career Education Advisory Committee

If possible call the members of the advisory committee together for an informal reaction from this committee as to the impact of career education in the district.

XI. Employers

Interview selected employers about:

a) Number of students whom you have hired?

b) What kind of involvement with the placement program have you had?

c) What are the strengths and weaknesses of the career education placement program over other placement services you have used.

d) What could we do to be more effective?

XII. Students

a) Have you heard of the career education program?

b) What things did you do as part of this program? Likes? Dislikes?

XIII. Parents

Selected parents may be contacted for their impressions of the program depending upon impact from the above interviewees.

The following summary statements represent the compilation of responses received when the above listed interviewees were conducted.

Superintendent of Schools - Mr. Burton Froberg

The most successful component of the career education effort has been the placement component at the high school. A placement position is in the preliminary school budget for the next fiscal year, but has not been approved as yet.

Teacher involvement in curriculum development work and the abundance of field trips at the elementary level were also cited as successes.

It was the superintendents' view that a vocal minority of influencial people who doomed the project. This vocal group coupled with a new school board elected on a platform of "listening to the people" hastened the fall of career education.

Problem areas of poor public awareness, moving too far too fast, and the lack of a lay advisory committee magnified the situation.

It was clear that a visible, innovative project in a year of turmoil such as:

*Quonset Naval base closing
*New school committee
*School closings and teacher dismissals
*Changing directions in curriculum philosophy from decentralized to centralized.
*Back to basics movement.

was going to face a rough future.

The superintendent indicated he was most supportive of the concepts of career education, although he had introduced the motion not to apply for final year funding, and was confident that many career education activities would continue in the schools.

If the career education project were to begin again, Mr. Froberg suggested that it have the "3R's" as paramount in importance and that it should be a more structured program.

Director of Instruction - Mr. George Sprague

Mr. Sprague was the author of the original career education proposal for the North Kingstown District. He was primarily responsible for hiring the project director and was responsible for the supervision of the project director and the operations of the program.

He indicated that he seldom reviewed the program and saw Mr. Laferte only informally. Conferences should have been held regularly but they only tended to meet in crisis situations. Mr. Sprague indicated that he should have spent more time in supervising the project and informing the project director on community and faculty expectations.

It was further revealed that the school board was never fully briefed on the career education project although when crises occurred, career

education did appear on the agenda.

Successes noted were the teachers attitude and awareness of career education and their willingness to continue with career education activities. The placement component was also cited as a successful effort.

Problem areas identified were in faculty readiness for the concepts and methodology which the project professed, while the methodology was consistent with district philosophy, the faculty were not ready to implement and hence support was not there when needed.

Career education may have been an instrumental force in getting the school committee to focus on the matter of curriculum and the uneven nature of its existance in the schools. Now the committee has moved toward a more centralized, system-wide, approach to curriculum development. A citizens advisory committee was formed last year (the career education advisory committee has been disbanded) and meets monthly to discuss curricula concerns but has not established priorities or direction.

Mr. Sprague felt that if a grant for career education were to be offered again, the district would not take it. Enough seeds have been planted so that career education can grow without the aid of a funded effort.

Changes suggested included a more substantial guidance component and a more structured approach to the entire project. Also, work only with teachers the first year, have additional community involvement and not implement with students until the second year.

Assistant Director of Instruction - Ms. Patricia Alger

Ms. Alger noted the following areas of success.

*Teacher awareness of career education philosophy and need.
*Teachers who were involved in the curriculum development work are still using the activities.
*Field trips were excellent.
*Materials purchased and Inservice sessions sponsored by career education are being used.

The lack of understanding on the part of the public as to what career education was created problems from the beginning. This coupled with the fast pace at which the program was moving toward implementation magnified the problem. There was always a concern for the "basics".

If the program were to be started again, Ms. Alger suggested more time to prepare the community, heavier parent involvement in project planning and in the inservice program. The school committee should also have inservice seminars. Go slower and go with those areas which have the best chance of success.

The curriculum definition effect has been the most useful long-range result of the project. Weaknesses were identified in the school's

curriculum and now Ms. Alger feels that her work will be easier and more well defined as a result of the career education experience.

Interview were conducted with the following individuals.

Mr. Chris Chereau	-	Principal High School
Mr. Phillip Hafferty	-	Principal Wickford Jr. High
Mr. William Dimick	-	Placement - High School
Mr. Tony Santaniello	-	Placement - High School
Mr. Steve Pierce	-	Advisory Committee
Ms. Elaine Robesshaw	-	Advisory Committee
Mrs. Florence Manni	-	Director Library Services
Mr. Lou Bonigini	-	Teacher
Mr. Leo Maynard	-	Teacher
Mr. Richard Dunn	-	Teacher
Mr. David Parker	-	Teacher
Mr. Frank Bikieni	-	Teacher
Mrs. Violet Clark	-	Teacher - Jr. High
Ms. Sue Parkeus	-	Teacher - Elementary
Ms. Nancy Cunningham	-	Librarian - Jr. High
Ms. Nancy Lind	-	Teacher - Elementary
Ms. Ruth Haynsworth	-	Teacher - Elementary
Ms. Corinda Banke	-	Principal - Elementary
Mr. Al Lyons	-	Teacher - Jr. High
Ms. Cathy Tempest	-	Teacher - Elementary
Ms. Diane Rudegeon	-	Teacher - Jr. High
Mr. & Mrs. Hickman	-	Employer
Mrs. Helen Arkwight	-	Employer
Mr. Jack Casey	-	Employer
Ms. Elaine Paradise	-	Guidance

5 students - (3 former students and 2 students attending presently)

We also spoke to a number of parents who had children involved in the program at some point in the last two years.

In order to minimize the amount of information gathered in these interviews and also to avoid duplication of data and repetitions, we have organized the report into several sections. Each section deals with a separate homogeneous group of individuals interviewed, homogeneous in the sense of there responsibilities or roles, and present a synopsis of the interviews, highlighting the major factors discussed.

Section I - Principals/Administrators

As stated earlier in the report, we had the opportunity to interview three separate building principals. We asked all of the interviewees the questions as outlined earlier in this section.

All three principals have felt and will feel the loss of the career education program, but each school level would be affected in different ways. Financial losses to the building's budget, less resource and curricula material, fewer field trips were some of the common factors lost because of the end of the program, but there were many

differences. The high school's program was viewed as an alternative course of study for the student with a placement opportunity at the end of school year. The non-college bound student was impacted to a greater extent by the program at the high school when compared with other students at all grade levels. The two other principals felt that the program had a positive effect on the students in their buildings, and the loss of the program would effect both teachers and students.

Another unanimous factor discussed was the lack of enough pre-planning before the implementation of the project. All principals felt that this program was rushed into due to time constraints for federal filing of the proposal, interest of the school system to acquire federal funds and the non-systematic selection of students to participate in the new program. This was the response given to questions concerning the reasons for failure of the program and what the principals perceived as major differences in approaching new federal funds in the future. They felt that all parties involved, administration, teachers, students, and parents were not given enough time before the program started to develop, disseminate information and understand the career education concept. One principal suggests one year is the needed time for this process.

To summarize, the principals interviewed were very positive concerning the career education project, and were disappointed in the School Committee's decision to end the project, but, felt that the materials, equipment and classroom activities will have a lasting positive effect on the education process in these schools. All of them felt that the district should apply for more career education funds if they were available in the future, but a more systematic approach to usage of those funds would be necessary.

Section II - Teachers

All twelve (12) teachers we interviewed were quite positive about the career education project. They stated this emphatically. There was only one teacher, at the high school level that was less enthusiastic than the others, but blamed the lack of administrative support as a cause for his negativeness not the concept. We were amazed as to how the teachers agreed on so many of their responses to the questions asked.

Lack of pre-planning time and development activities were cited as the major draw-backs of the project. All teachers interviewed praised the amount and sophistication of the material acquired, the activities that were made available through the program and most importantly the validity of the concept as an educational factor. Many teachers felt that the North Kingstown School system is out of touch with the needs of the students, especially at the high school level, and that the program was an effort in the right direction.

Many stated that it brought them close to their students and other teachers as individuals and brought their students closer to them. They were able to cite many case studies at all levels, illustrating

the types of positive effects the program had on students. Stopping students from dropping-out of school to the first grade girl who said "I can become a doctor, not just a nurse".

It was quite evident that the teachers were totally against ending the program. Many of them had voiced their support of the program at school committee meetings and found the criticism of the program to be shallow and un-enlightened. Due to this, the majority of the teachers we spoke to, were still teaching with career education materials and concepts in their classes. When asked why this continued presentation based on the career education concept, the teacher responded repeatedly, "It's needed, it works and the students enjoy it" even the materials that were directly criticized by the school committee are still being used to a certain extent, because the teacher felt that values and decision making should be part of their student's educational exposure. The teachers also continue to use materials, resources and classroom activities in the area of career education daily.

To summarize, the teachers that were interviewed also pointed the finger of failure at the lack of pre-planning prior to program implementation, lack of administrative support, and poor public relation on the part of school department toward the community. Although they did mention these negative aspects of the program they were overwhelming supportive of the project and were upset with it's sudden ending.

There was also another interesting factor that was brought up by a number of teachers during the interviews. They felt the town and the school department had again attempted to acquire federal funds without realizing the effects of the program on the system. This had been another federally funded "new idea" that had failed to gain institutionalization within the school department. As soon as the federal funds were expended; no more program. Many of the teachers and a principal mentioned that this was having negative effect on the system's teachers and students. Questions surrounding motives and effects of this type of action were raised by many people interviewed.

Section III - Placement

This section of the project seemed to have a visible effect on the public students and teachers. The placement component was mentioned by many staff members interviewed as the most positive part of the whole project at the high school. This attitude was entensified when we spoke to parents, students and teachers about the program.

Mr. Dimick and Mr. Santaniello were quite upset and discouraged with the decision to terminate the project. They view the project as a realistic alternative to the students at the high school and a valid addition to the course of study at both the elementary and junior high level. They also saw the placement section of the project as the real pay-off to the whole program. They cited numerous cases of students who had problems in school (attendance, academic, financial and potential drop-outs) that were solved by working within the career education program.

Mr. Dimick has close to one hundred (100) students on part-time employment activities and Mr. Santaniello has become the drop-out counselor. Both men have brought a system of accountability into the high school where they are now able to account for the number of students actually enrolled, what program they are in and where they are during the school day. They have also been able to establish relationships and communicate with the business community of North Kingstown and bring business and education into a mutually beneficial relationship.

They also indicated that the lack of pre-planning and time for program development were the major fault of the project but they went further. They felt that the high school was not meeting the needs of the student population and that career education offered the students a viable option. Problems existed in the school, with the students and within the home that no one was addressing. Because of the nature of the program, an individualized approach to education, many of these problems were identified and solved by the placement staff.

They stated that they worked with the administration, teachers and counselors to a certain extent, but found they could accomplish a great deal more if there was closer cooperation with and by the other staff members.

They were hopeful that their unit would be continued next year but felt that the total concept system wide would have a greater effect on the educational process. Mr. Santaniello offered these facts concerning the effects of the program on the students at the high school.

a) Decrease in the drop-out rate by 90% since February, 1975.

b) Students tend to attend school longer.

c) Gave the students of North Kingstown a better chance to succeed after high school.

d) Decrease in the number of students absent due to personal or family problems.

e) Noticable change in students attitude at home and school.

f) Students responsibility level increase.

A great deal of time was spent in the interviews discussing the placement function and its positive impact on the system. This factor has been addressed in previous reports and there is little need to re-address this issue.

Section IV - Librarians

Both individuals we spoke with were highly in favor of the career education project and could not understand the action of the school committee. The elementary librarian felt that the materials and

resources purchased with the project's funds were a benefit to all children in the system. The director of library services for the system stated that there had been a 25-30% increase in the use of the various library materials because of the project. Overall, they both stated that the career education project was a benefit to the system and that "the school committee should have checked with the teachers before closing the program".

The program has had an effect on the library system in the sense that all materials are de-centralized in the local schools along with A/V materials and equipment. A small amount of resources are stored centrally at the school department and can be used by all teachers. The ordinary procedure is centralized through the local school libraries to the coordinator of library services were duplication is checked.

The libraries will most definately feel the loss of the program next year with their budget's losing the career education resources. Although both librarians felt that the teachers would continue to order career education materials through them, because they were still teaching the concept in the classroom.

It was not to difficult for either one of the librarians to identify the most used materials and resources, both librarians stated:

1) Filmstrip (sound or slide)

2) Films

3) Microfich (occupational info)

4) Books

were the most used of the material acquired under the career education grant.

It was obvious that the ending of the career education program would have an effect on the purchasing power of the library administrative staff. The librarians admitted that there was and still is an increasing number of requests to purchase and utilize career related materials.

Section V - Advisory Committee Members

Both advisory board members felt it was a great mistake to end the program when they felt it had just reached maturity.

They stated the advisory board would informally stay together but they had no collective plans to continue giving input to the school department or committee. They used the word "fantastic" to describe the program and felt that the teachers were sold on the concept. It was also mentioned that many of the teachers would continue to use the material and teach the concepts of career education, even though the program has ended.

Impact of the program in the community was good. It was the catalytic

force that lead to the development of a formal relationship between the schools and the community and also brought the business aspect of the town closer to the school department, this relationship with the business community will continue due to individual efforts by the advisory board members.

Lack of pre-planning, lack of public support at school committee meetings and lack of administrative support were suggested as reasons for the death of the program. Both interviewees stated strongly that the decision was short sighted and a mistake. They felt that the school department had wanted the money for the program but, lacked the motivation and administrative direction to make it a success. In closing they suggested that the program be tried again, with a strong P.R. effort to all parents, students and teachers and with the help of the administration felt it could achieve its' objectives.

Section VI - Employers

The employers' interviews were another interesting series of discussions. These people were not educators or involved in the academic aspects of the program, but, they still showed dismay over the school committee's decision to end the funding.

All of them were quite impressed with the program and the caliber of students referred to their openings. All three employers we spoke to had hired the students that had worked part-time through the placement program. They could not sight any weakness in the program at the system level, other than it had been discontinued.

All were quite impressed with Mr. Dimick and his interaction with them and they hoped that his role would continue in the future. They felt strongly that the school committee has been mislead by the vocal opposition and that the project had in fact become a political football. This latter comment was also sighted numerous times in other interviews with staff members of the school department.

It was evident that the business community was totally supportive of the program and could not understand the de-funding of this project.

Section VII - Parents

We had the opportunity to speak with a few parents of children who were in the program last year, some of whom had graduated last year. Their impression of the program was mixed. Some felt positive about their children's involvement, some were less positive. None were negative.

It is difficult to report the findings because many of them were not familiar with the program's concepts. This bears out the fact that little pre-program public relations took place.

Of the parents who were familiar with the project, the feelings about career education were positive. Offering an alternative program for their children, job placement, part-time work and interesting

classroom activities were highlighted. They also seemed to wonder why the school committee voted the way they did, and felt the decision was unjust.

The parents who were less positive really did not have much to say concerning the project directly. Most of the comments were based on hear-say and stories they had heard from other parents. They knew their children were involved in a program at school, but, it was "going to get them a job" and that was the extent of their understanding. They had trouble dealing with the individuality and flexability of the program and wondered why their children weren't receiving the same type of education they had received.

Section VIII - Students

All of the students interviewed were mildly to strongly supportive of the program. It was viewed as an alternative to "going to high school and taking study halls" all the way to an opportunity to select what "I want out of life".

We also had the opportunity to speak to a worker at the North Kingstown Credit Union who was presently working full time after graduation and participated in the program last year at the high school. She pointed out that if it wasn't for the career education program last year at the high school, she would probably be a waitress this year. Through the program she took the opportunity of using the clerical skills she had learned in school and worked part-time. After graduation the manager of the Credit Union offered her a position on a full-time basis and she took it.

It was also beneficial to find that the students were using the program's activities at the high school last year to investigate and explore occupations. Two boys we spoke with at the URI Marine Laboratory have decided to go to URI and enter the oceanography program there.

The program was viewed by the students as being good.

One of the students mentioned that he would leave school often because there was nothing to do for a student not going to college except take study halls in his senior year. He got into the program as a carpenter's helper with a construction company. He liked it plus he got his diploma.

Again, the students were disappointed with the closing of the program and wished that parts if not all of the program could be continued.

To summarize this total report, it is obvious that the initial steps in the development and planning for the program lacked a systematic approach. But, after talking with numerous individuals either directly or indirectly affiliated with the project it seems that the school committee's decision does not reflect the feelings of the above mentioned individuals.

RESULTS AND CONCLUSIONS

We may view the results of the North Kingstown Career Education project at two levels. First, what was the impact and likely future activities for career education in North Kingstown and Second, what are key factors which other innovative educational projects should consider as they plan their programs. Or in otherwords, where is career education in North Kingstown, and what lessons have we learned.

Although full implementation of career education was not achieved in the North Kingstown district, there remains a very strong, articulate, and committed cadre of professionals and lay people who support the concept and, in our judgement, will continue to foster its development. Those people (students, teachers, employers, parents and administrators) who were involved or affected by the project are MOST POSITIVE in their support. It appears that the School Committee was not aware of the breadth and depth of this committment when they voted not to renew the project. The "silent majority" was once again outdistanced by those who were more vocal and polically astute in their attack on career education.

Two years of effort have resulted in the following areas of impact.

*A fully developed and implemented placement service at the high school level. The placement program now has two professional staff members and has successfully formed a productive liaison between the business and education committees in North Kingstown. Even in slow economic times, long term placements have occurred and dropouts are being brought under control by sound counseling methods.

*Curriculum development has become a priority area in the school district, largely as a result of career education. Realization that career education could not be fully integrated into the existing curriculum because the existing curriculum was not well defined was a positive result. Now the development of curricula (math, science, social studies and language arts) is progressing, with the inclusion of career education activities in many instances.

*The development of a group of teachers and administrators who are committed to career education has been achieved. Through the efforts of these individuals in developing career education activities and units, there are many career education activities taking place in the schools.

*The purchase of career education instructional materials and the incorporation of these materials into the library network of the district has resulted in their continued use by classroom teachers. The librarians are most pleased with their involvement in the purchase and distribution of these materials and this assures their continued use in the future.

Lessons Learned

As indicated throughout this final evaluation report there were a number of commonalities which were apparent when people were asked for suggested ways to make the program more effective if it were to be done again.

Essentially, innovative projects often spend too much time and effort on program CONTENT when they should be more concerned about the process of EDUCATIONAL CHANGE. Educational change is the overriding purpose of nearly all externally funded educational projects. The funding agencies have identified a need which requires changes within the educational community if the need is to be addressed. This has been true of career education. In order to effectively implement a comprehensive career education program in any school district, substantial CHANGES in structure, scheduling, teaching methodology, program content, and attitude are required.

Given these facts, other projects which seek to implement career education programs should give thought to the following ideas.

*TIME - Take the time necessary to fully plan and discuss alternative ways of implementing the program content. Project objectives should be written as phases with the first phase including many planning functions.

*INVOLVEMENT - Those people who will be affected by the program and those making policy decisions about its components should be involved in the planning and development of the project. Advisory committees, planning committees and feedback committees, although troublesome at times, are a must as innovative programs are developed.

*COMMUNICATIONS - As each step of the program planning and implementation is developed, full and open communications should be maintained. This activity should be a priority for the project staff and they should be proactive in the execution of this activity.

*COMMITTMENT - Once an educational innovation project has been accepted it is the professional obligation of administrators and policy boards to be fully informed of its activities and supportive of its efforts. Only with this top level involvement and support can the program staff move forward to effectively implement project activities and achieve project goals.

Appendix A - Evaluation Design

RESEARCH AND DEVELOPMENT PROJECT IN CAREER EDUCATION

North Kingstown School Department

North Kingstown, Rhode Island

EVALUATION DESIGN

1974 - 1975

The following design relates to North Kingstown's Exemplary Project in Vocational Education conducted under Part D of Public Law 90-576, Project No. V-361102, Grant No. OEG-0-73-5304. This design will be used in evaluating the project between July 1, 1974 and June 30, 1975, as outlined in the "Agreement to Perform Contract Services."

Career Education - North Kingstown: A Model for Open Education and Community Responsibility, is entering its second year of a three-year effort to implement career education (K-14) into the North Kingstown School System. The following evaluation design addresses the Project objectives at two levels. Level I objectives are the overall project objectives which it seeks to accomplish as a result of its three years' of operation. Level II objectives addresses the operational goals for each project component during the 1974-1975 year. The program is designed to move from planning to pilot to full implementation in the school system in thirty-six months.

This evaluation design departs somewhat from the procedures and format utilized during the first year of the project so as to reflect some of the guidelines proposed by Development Associates, Inc. in their report to U.S.O.E. on August 15, 1974. However, since the project had been operational for nearly 16 months before these guidelines were developed, it is not practical to incorporate all the changes recommended by the report.

The North Kingstown project addresses all nine U.S.O.E. areas in which student outcomes can be expected. The nine areas are:

I. Self-Awareness

II. Basic Academic/Vocational Skills

III. Awareness of Work Values and Desire to Engage in Paid and/or Unpaid Work

IV. Awareness of and Knowledge about work

V. Competency in Career Decision Making Skills

VI. Good Work Habits

VII. Work-Seeking and Work-Getting Skills

VIII. Placement

XI. Awareness of Means for Continued Education

By the end of the funded program, all students in the school district will have had some exposure to career education activities. It thus becomes difficult to select experimental and control or comparison groups. For this reason, an extensive testing program at grades 2, 5, 8 will take place in the fall of 1974 and again in the spring of 1976 on the then 3, 6, and 9th graders. A group of 12th graders will be pre- and post-tested in each of two remaining years.

The testing matrix is as follows.

TESTING MATRIX

GRADES	TESTS	SAMPLE	SCHEDULE
K-3 Primary Level	Self observational scale (subscale 1, 2, 4) Career Education Questionnaire	Randomly select one classroom in each of 7 elementary schools, N=approximately 175	Pretest 2nd graders, Fall, 1974; Post-test 3rd graders, Spring, 1976
4-6	Self observational scale (subscale 1, 2, 3, 4, 7) Career Education Questionnaire	Randomly select one classroom in each of 7 elementary schools, N=approximately 175	Pretest 5th graders, Fall, 1974; Post-test 6th graders, Spring, 1976
7-9	Career Maturity Inventory (parts 1-4 and attitude scale)	Randomly select 3 classrooms in each of 2 middle schools N=approximately 150	Pretest 8th graders, Fall, 1974; Post-test 9th graders, Spring, 1976
10-12	Career Maturity Inventory (parts 1-4 and attitude scale)	Ramdomly select 125 high school seniors (12th) each year for pre and post-testing	Pre-post 12th, Fall, 1974 and spring, 1975

Career education activities and services which are provided to tested students will be recorded and treatment groups will be identified based on these results. Either Analysis of Covariance or Regression Analysis will be used to test for significant differences between treatment groups.

EVALUATION DESIGN MATRIX

Project Goal/Objective	USOE Student Outcome Area	Activity Area	Specific Treatment	Measurement Techniques
LEVEL I Objective Goal 1.0 - To develop in each student the basic communication and academic skills	II	Academic Skills		- Using trend analysis to maintain reading and mathematic scores as measured by state testing at grades 2, 4, 6, and 8
Objective 1.1 - To implement and individualize a continuous progress educational program throughout the North Kingstown School System.				- Monitor implementation schedule for individualized instruction
Goal 2.0 - To increase the self-awareness of each student		Elementary school self-awareness	Objectives and activities as developed by prodedures workshops	- Self observation scale at grades 3 and 6
Objective 2.1 - To design an open education activity-centered learning environment which will increase self-awareness of each student.	I	Middle school self-awareness	Values clarification	- Career maturity inventory at upper grade levels
Goal 3.0 - To assist each student in developing favorable attitudes about the personal, social, and economic significance of work.	III & IV	Attitute toward work	Objectives and activities developed by procedures workshop	- CMI attitude scale at grades 9 and 12
Objective 3.1 - To design and implement an instructional program which measures each student's attitudes about personal, social, and economic significance of work.		K-12		- No measure at lower grade levels

Project Goals/Objectives	USOE Student Out-Come Area	Activity Area	Specific Treatment	Measurement Techniques
Objective 5.2 - Each student will evidence: a) Knowledge of general characteristics of work, b) Knowledge of specific job clusters				
Goal 6.0 - To assist in the development of career orientation and meaningful exploratory experiences by each student in grades 6-9. Objective 6.1 - To design and implement an instructional system which will: a) Increase each student's knowledge of characteristics, duties and rewards of selected occupational clusters, b) Provide exploratory experiences in selected occupational clusters Objective 6.2 - Each student will evidence: a) Knowledge of interrelatedness of education, work and leisure b) Knowledge of interrelatedness of life style, leisure, and occupation, c) Knowledge of factors that may affect job satisfaction and job success d) Knowledge of skills/training required in jobs.	IV	Junior High Career awareness	Field trips Resource people Activities	- CEQ Intermediate - CMI Parts 1 and 2 - Document materials and activities for career orientation

(7)

Project Goal/Objective	USOE Student Outcome Area	Activity Area	Specific Treatment	Measurement Techniques
Goal 4.0 - To assist each student in developing and practicing appropriate career decision-making skills Objective 4.1 - To design and implement an instructional system to practice career decision-making skills. Objective 4.2 - Each student will evidence: a) Increased perception of self in relation to work and school b) Understand effects of decisions c) Understand consequences of planning, d) Understand nature and purpose of long-range planning	V	Activities to enhance Decision-making skills	Objectives and activities developed by procedures workshops. CEEB Deciding materials individualized instruction	- CMI parts 1 and 3 in grades 9 and 12
Goal 5.0 - To assist in development of career awareness of each student in grades K-5/6 Objective 5.1 - Design and implement an instructional system (K-5/6) to result in increased career awareness	IV	Elementary Career Awareness	Field trips resource people activities	- CEQ Primary and intermediate - Document curriculum procedures - Document activities

EDUCATION

Project Goals/Objectives	USOE Student Outcome areas	Activity Areas	Specific Treatment	Measurement Techniques
Goal 7.0 - To assist each student in grades 10-14 in preparing for a job with utilization of work experience and cooperative education.				
Objective 7.1 - Design and implement system which will provide job training in a variety of occupational areas, with emphasis on utilization of work experience and cooperative education.	II	Senior High Work Experience	Working-learner program COOP education	- Document the work experience and cooperative education program in terms of staff, program, and students served. - College data on each senio student to ascertain his post-high school plans
Objective 7.2 - Each student will have skills for job entry or post-secondary program entry.	VII			
Goal 8.0 - To insure placement of each existing student in either: a) a job b) a post-secondary occupational program d) a baccalaureate program	VIII IX	Placement	Placement program under placement coordinator	- Document placement service in terms of staff, materials, and students served - Provide a description of the placement services and the forms and procedures to be used
Objective 8.1 - Design and implement a career placement service				- Check existence of work placement opportunities file
Objective 8.2 - The guidance department and the placement director will: a) Develop and maintain a file of educational and work placement opportunities b) Assess each existing student in gaining successful educational or job placement experience				- The placement coordinator will conduct a follow-up study of graduates or drop outs placed during the 1973-74 academic year.

Project Goals/Objectives	USOE Student Outcome Area	Activity Area	Specific Treatment	Measurement Techniques
Goal 9.0 - To provide guidance and counseling service as needed to assist each student in the career education program		Junior and senior high school guidance program Group guidance procedures	Guidance programs under Mr. McGinn, Director of Pupil Personnel Services for the District.	- Describe the career counseling services available, who provide those and to whom services are rendered
Objective 9.1 - To provide career counseling service to each student	III V	Teacher/classroom activities		
Objective 9.2 - To assess preparation and experience of each counselor and provide retraining as required.	VII IX			- Document counselor training effort and obtain feedback on its effectiveness.

LEVEL II - OBJECTIVES

Level I objectives represent those impact or results oriented outcomes which will occur after three years of project operation. Level II objectives are process oriented and represent the major events or milestones which will be used to monitor progress during the 1974-75 fiscal year.

Objectives	Certification Indicators
1) The project will retain an assistant project director having responsibility at the secondary (grades 6-12) level.	*job description *resume' of selected candidate *verification of position filled
2) A Community Advisory Council will remain operational and provide advise to the project staff concerning overall policy matters related to career education in North Kingstown.	*list of council members *file of minutes of their meetings (regular)
3) All nine elementary schools will complete items 1-5 on the implementation schedule. (Relates to goal 1.0)	*using base line data collected during the 1973-74 fiscal year, progress toward individualized at the elementary school will be updated quarterly.
4) The Wickford and Davisville Junior High Schools will be divided into interdisciplinary teams.	*ascertain same. Get schematic organization of these teams, including satelite teams.
5) The junior high schools will complete items 1-5 on the implementation schedule.	*using base line data collected during the 1973-74 fiscal year, progress toward individualization at the junior high level will be updated quarterly.
6) An organizational structure will be developed at the High School as a needed step prior to beginning the implementation schedule.	*develop organizational plan of high school structure and function for career education implementation.
7) The guidance team will articulate its tasks and responsibilities in the career education effort.	*The guidance department will have an outline of sequential processes and services for students in grades 9-12 by 10/1/74.
8) The Placement will focus efforts on the student learner program with special emphasis on exiting students.	*records of placement activities for graduating seniors and other students leaving school will be examined and critiqued. *see process objectives under goal 8.0.

The project time-line detailed on pages 32-34 of the HEW proposal will be used to monitor the time related goals for the activities planned for the 1974-75 fiscal year.

At the conclusion of the project year, a teacher and student questionnaire will be administered to obtain data on their reaction to a number of project components, services, and activities. These data will be used as part of the evaluation report and will help provide direction for planned variations in the third year effort.